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ABSTRACT

An inservice training project has been designed for secondary school teachers who deal with emotionally disturbed adolescents in their regular classrooms. The objective of the training is for teachers to develop generic affective competencies for creating an affective classroom climate, managing conflicts and crises, and using positive classroom management practices. A primary assumption underlying the training model is that educators, like students, have different abilities, motivations, and perceptions. Rather than attempt to standardize the competencies of school personnel, the model proposes recognizing and enhancing these differences and facilitating the use of faculty strengths. The model includes: (1) awareness activities and very general levels of training; (2) a thorough grounding in affective skills within a "positive growth" orientation for dealing with emotional and behavioral problems of adolescents in general; (3) development of demonstration projects and specific implementation skills in key individuals; and (4) a withdrawal phase which emphasizes school personnel carrying on the kinds of activities the project would advocate. An analysis and evaluation is included of the results of one such inservice training project. (JD)

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An affective competency-based model
for generic teacher training

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The inservice training problem

The implementation of the provisions of P.L. 94-142 constitutes a powerful force for change in American public education and teacher preparation. The direction which that change will take depends on many factors. Roles assumed by institutions of higher education (IHE) will have to change significantly.

Traditional provisions of inservice education by IHE have been primarily judged a failure due to irrelevancy to the teacher's actual training needs and to lack of a systemized and continuous staff development effort. Thus, one major change in inservice practices relates to the 'content relevancy' of the training provided. Whatever forms it may take, the training provided should be relevant to helping school personnel make the various institutional and rule changes implied by P.L. 94-142. This will most likely occur when training is provided that is specific to the on-going needs and concerns as they arise in specific schools and districts.

A second area of change is in the 'targets of training.' Special education teacher trainers have related in the past almost exclusively to special education teachers. Under P.L. 94-142, regular class teachers, administrators, counselors, and other support personnel will require appropriate training as they begin in larger measure to work with exceptional children and with all the individuals involved in carrying out appropriate individual education plans.

A third major change is related to the 'approach to training.' Here it is relevant to consider the nature of helping relationships in general. It is well documented that to assist individuals, one must facilitate problem-solving skills rather than attempt to prescribe solutions or to do the work for the trainee; the latter will only serve to establish a dependency relationship.

Relationships between local school districts and institutions of higher education have sometimes been strained, precluding the kind of cooperation in planning and implementation which would make in-service training experiences more responsive to teacher needs. Perceived as conceptualizers with a lack of reality orientation, university trainers have frequently entered the school culture to promote changes which were not identified as needs by recipients of such services (Sarason, 1971). Cooperative training models are needed which pool the resources and needs of local school districts, state education agencies and universities.

The relationship should be characterized as a continuous relationship over time in a facilitative manner. This also means that the one time, entertaining and informative in-service session does not meet the needs as they exist. In-service training personnel must establish ongoing relationships and competency-based strategies if the necessary outcomes are to be achieved.

In-service training concerns of secondary level educators

Dealing with emotional and behavioral problems of adolescent students continues to be the most frequently cited frustration of teachers. In addition, adolescents who manifest other primary learning difficulties or physical and sensory handicaps frequently

experience social and emotional adjustment problems that may interfere with integration into normal classroom settings.

With respect to programming in the "least restrictive environment" (P.L. 94-142), regular classroom teachers must now provide appropriate instruction to a wider diversity of students in large group settings. Consequently, special educators, administrators and support personnel need to provide more effective forms of assistance to both students and classroom teachers in order to optimize academic achievement and social-emotional adjustment.

Fulfilling these programming needs for handicapped students with emotional and behavioral problems has seemed particularly difficult at the secondary level. These difficulties have been attributed to: (a) a greater range of academic skills, most notably in reading (Cawley, Goodstein and Burrow, 1972), (b) a longer history of failure and more evident phenomenological and behavioral resistance (Achenbach, 1975; Morse, 1977), and (c) self-fulfilling expectations that operate in the child's external and internal milieu (Cheney and Morse, 1972; Pappanikou and Spears, 1977; Schafer and Polk, 1967). Nevertheless, secondary schools have not responded effectively to many of these needs (Nelson and Kaufman, 1977).

The numbers and severity of handicaps of these students tax the existing skills of regular and special educators. The shortage of generically trained special educators and the almost total absence of regular educators with special education training have contributed to the problems in meeting the affective needs of these

students (Morse, 1979). However, beyond the need for greater numbers of more competent regular and special educators is the need to reconceptualize teaching effectiveness as a product of the total educational environment, or school climate.

Preparing educators to implement P.L. 94-142 would seem to require a school-based, collaborative training effort between teacher preparation institutions and local educational agencies (Prothro, 1979). The appropriate target for training would appear to be a cadre of motivated professionals within target schools (Pappanikou and Spears, 1977). Training efforts would seem to need to be based upon an integrated conceptual system which would provide for a range of intervention alternatives to deal with the range of emotional development and the range of emotional and behavioral problems in handicapped students (Pattavina, 1978).

Training in generic affective competencies

An underlying assumption of the training is that there are generic affective skills crucial to dealing with children's behavioral and affective needs (Gotts et al, 1978). These generic affective skills seem required by all effective teachers, whether assigned to regular classes or to special education. A focus on such skills has not ordinarily been a part of general teacher education or of special education training even though components of the skills may be developed in both. Many of the skills have certainly been employed by teachers of handicapped children as they have by regular class teachers (Gotts & Hargrove, 1979). In a variety of ways, the competencies have been discussed in the literature dealing with behavior

problems in the classroom and the literature on working with disturbed children (Pattavina, 1981; Pattavina and Ramirez, 1981; Pattavina and Ramirez, 1980). The initial list of competency statements is shown in Table 1 following.

(insert table 1 about here)

In a sense, the generic affective skills upon which the training is based provide a common basis for the training of regular educators and the re-training of special educators. One cannot assume that special education personnel have been consistently prepared in these skills any more than one can assume that all regular class teachers lack them. Indeed, if the above stated assumptions have any validity, one would expect to find some generic affective skills in both regular class teachers and in special education teachers. The more the skills are found, the more effective one would expect the teachers to be with youngsters experiencing social and/or emotional learning handicaps.

What is necessary for the trainer is to specify them; to use them as a needs assessment framework; and to identify the existing levels of skills in the targeted in-service population, regardless of regular class or special class status. Then it becomes more likely that relevant and appropriate training can be provided.

Underlying project 'process' is a strong developmental orientation toward the emotional and behavioral problems of handicapped students. This orientation views such problems as phenomenally related to similar problems encountered by non-handicapped students.

Table 1
"Generic affective competency statements"

I. Creating Affective Climate

1. Use "accepting" rather than "rejecting" language
2. Focus on feelings and reflect them accurately
3. Plan for success by gearing expectations and activities to each student's level of achievement
4. Make use of students' interests to enhance the meaningfulness of activities
5. Involve students in creating limits and learning activities
6. Give clear, simple instructions, one at a time
7. Initiate contact with resistive students
8. Recognize and acknowledge student efforts
9. Give a student corrections without criticism

II. Managing Conflicts, Crises and the Classroom

10. Accept and recognize feelings accurately
11. Leave responsibility for resolution with the student
12. Communicate confidence in the student's ability to learn and grow
13. Invite, but do not force communication with a student
14. Maintain a goal-oriented, problem solving approach to conflict
15. View conflict as an opportunity for student growth
16. Use "I messages" to convey feelings
17. Control personal impulses in order to choose a response which will de-escalate the conflict
18. Disengage from arguments to avoid power struggles
19. Recognize areas of least effectiveness regarding the management of student conflicts
20. Model effective alternatives for students to cope with conflicts
21. Admit mistakes to students
22. Convey calm confidence during conflict and do not blame
23. Establish contact with a student after conflict with them

III. Using Positive Classroom Management Practices

24. Structure and environment and activities to facilitate group learning
25. Use questions rather than statements to remind students of limits
26. Depersonalize rules
27. Monitor several activities simultaneously
28. Be enthusiastic regarding activities
29. Selectively ignore behaviors that are not overly disruptive
30. Offer alternatives rather than commands
31. Remind students of previous successes
32. Use humor to decontaminate stressful situations
33. Control behavior through proximity and non-verbal feedback
34. Avoid punitive, rejecting and absolute responses
35. State expectations clearly and briefly
36. Give disciplinary feedback to students in private to avoid a ripple effect
37. Do not force students to make 'pledges of good conduct'
38. Allow students to search for alternatives to punishment
39. Reinterpret adult limits as protections
40. Leave responsibility for change with the student
41. Allow students to experience natural and logical consequences of behavior

Indeed, the problems of handicapped students are seen as being of the same kinds as those experienced by anyone during periods of conflict or stress. The affective problems of handicapped students, however, are seen as interacting with their primary handicapping conditions and perhaps as being of more severe degree. The problems of emotionally and behaviorally disturbed students are seen in the same light.

This point of view tends to counteract a categorical orientation to handicapping conditions and "the normal" (Harlow, 1975). Rather, the state of any individual is considered to be emergent across time and the processes involved in such developments considered to be identical with those experienced by all human beings. In brief, the viewpoint is that there is a unity of affective phenomena and disturbance processes in all human beings. Categorical thinking has tended to obscure the implications of this unity for educators and other professionals involved in dealing with such situations. This unity, however, is the basis for attempting to articulate "generic affective competencies." None of the foregoing should be taken to mean that, for those individuals whose development has crossed "over the boundaries" into clearly emotionally disturbed status, specialized competencies would not be required. However, such specialized competencies would most likely be built upon, and in basic harmony with, the generic affective competencies in which this Project is interested.

In general, then, the content of inservice training is focused around specific competencies and strategies that seem essential for educating secondary students with either primary or secondary

affective handicaps. Skills described as "generic affective competencies" are considered relevant for all school personnel who interact with these students, though some of these skills are clearly more appropriate to functions of classroom teachers; some to guidance personnel, etc.

In-service training for systemic developments

A major challenge to the impact of an in-service training project concerns the diversity of changes that may need to occur. In addition to skill development objectives for school personnel, there may likely be "prejudicial" attitudes and "bureaucratic patterns" which could inhibit both individual learning and systemic growth (Daniels, 1978). Reports of other systems intervention projects have indicated that such changes are only achieved slowly and systematically (Papapanikou and Spears, 1977).

It would seem inadequate for in-service training activities to address attitude change, but not skill development. Likewise, it would seem futile to offer skill training for teachers not motivated to develop new skills; or without simultaneously promoting support for such developments in the administrative sector. Without adequate procedures and funding in the larger LEA or ISD network, any changes in teaching strategies or instructional programming can remain isolated and ultimately, only short-lived.

A primary assumption underlying the training model is that educators, like students, have different abilities, motivations and perceptions. Rather than attempting to standardize the competencies of school personnel, the model proposes recognizing and enhancing these differences in order to serve the different

subgroups of students within the school (Pattavina, 1978; Gotts et al, 1978). In short, the model aims to facilitate use of faculty strengths rather than attempting to remediate faculty "weaknesses."

The observed differences in teacher skill, motivation and attitude are a clear indication that one would be naive to expect homogeneous rates and kinds of growth in a heterogeneous population. As with children, it would be wiser to expect that different individuals will learn in different ways at different times (Cawley et al, 1972). In other words, both adults and children manifest different rates of learning as a function of task, instructional, and personal characteristics (Klausmeier et al, 1974). Consequently, the implications for effective training strategies seem clearly directed towards an individualized intervention approach.

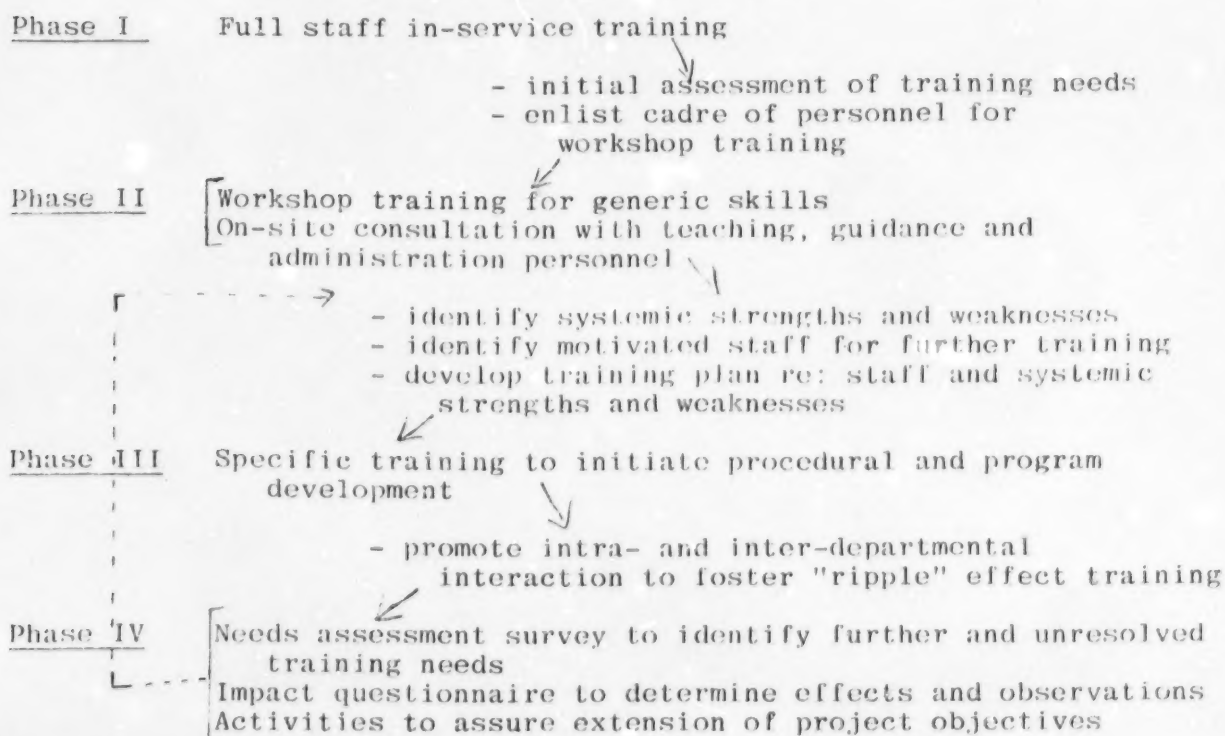
It would seem unrealistic, for example, to expect any or all participating teachers to become proficiently well-versed in the complete range of 'generic affective competencies.' That is to say, whereas one might come to 'understand' the entire list of skills, it is unlikely that all of these skills would also become practiced regularly as part of one's teaching repertoire during the course of a single in-service training arrangement. Rather, it is more probable that an in-service participant would gain some new skills, and a heightened awareness of several other skills and procedural alternatives. People develop skills sequentially over the course of time.

Clearly though, persons who will derive the greatest benefit from training are those persons looking to enhance their professional expertise. In a sense, this will mean contracting with school personnel who have developed beyond 'personal survival' needs. This does not imply that all new teachers are inappropriate, as it does not imply that all experienced teachers are ideally suited for training. Staff training needs are best understood through a collaborative process of assessment.

The GAC training model is designed to engage systematic training activities with school personnel through four inter-related phases of involvement (Gotts et al, 1978). These are shown schematically in figure 1 below.

Figure 1

CONSERT Model of Training



Phase I constitutes awareness activities for the entire faculty and presents opportunities for further involvement. Phase II is a broad understanding-oriented type of training. While specific skills are emphasized at this time, true skill development is predominantly a Phase III activity. Phase III is designed for involving only the most motivated individuals who seem likely to also accomplish Phase IV objectives. These individuals must make a major commitment to try new teaching skills and strategies, or other job related activities. The skills they acquire through their efforts are integral to the success of Phase IV.

Phase IV emphasizes project withdrawal and attempts to foster and reinforce innovations as permanent school personnel assume the foremost responsibility for ongoing change. Attention is given to the natural communication patterns of school personnel and to pre-existent school organizational units (for example, the various instructional teams).

In summary, the model includes: (a) awareness activities and very general levels of training; (b) a thorough grounding in affective skills within a "positive-growth" orientation to dealing with emotional and behavioral problems of adolescents in general; (c) the development of demonstration projects and specific implementation skills in key individuals; and (d) a withdrawal phase which emphasizes school personnel carrying on the kinds of activities the Project would advocate.

Results of systematic in-service training

In the perspective of the total staff at the high school (n=91), the indications of motivation to change through training appeared to resemble a funneling trend. Figure 2 reflects this "funnel phenomenon."

In many ways, directing in-service training for teachers on a weekly basis seemed analogous to teaching experiences with school-aged children. This is not meant to imply that the teachers in training were viewed as childish. Rather, the observed differences in teacher skill, motivation and attitude were a clear indication that expectations for homogeneous growth in a heterogeneous population are naive. As with children, it would be wiser to expect that people will learn in different ways at different times. In other words, both adults and children manifest different rates of learning as a function of task, instructional and personal characteristics.

Some of the observed behaviors by teachers during the course of workshop sessions of Phase II included:

1. verbal resistance to homework assignments
2. intermittent truancy
3. a demand for immediate closure and applicability
4. a demand for "doing" rather than "thinking" activities
5. resistance to tasks requiring inferential thinking or inductive problem-solving
6. occasional verbal aggression towards workshop consultants in relation to grading; the consultant's clarity of reasoning; recognition of the learner as an individual; excessive expectations, etc.

One may speculate about the theoretical implications of these observed behaviors in the context of "role-boundedness", or patterns of behavior based on "scripted" expectations (Berne, 1964).

Figure 2

Phase I, II, III System Intervention: "Funnel" Phenomenon

Staff responses	Number of Persons	
Attended full-staff in-service workshops	91	Phase I
Expressed interest in consultation or further in-service	53	
Requested consultation from Project Director (PD)	35	Phase II
In-service training for credit at UTD	23	
Active case consultation with P.D.	17	Phase III
Active case consultation <u>and</u> active program development	10	
Independent study for model program development	4	Phase IV

Other behavioral manifestations evidenced during consultation activities with Project staff resembled descriptions of medical patients presented by Dr. James E. Groves in the New England Journal of Medicine (Newsweek, 5/1/78, p. 78). The article's descriptions of patients who resist or deny treatment recommendations included the following types (which may sound familiar to experienced consultants):

1. "Dependent clingers" who seem to have "...a bottomless need for attention..."
2. "Entitled demanders" are those who argue they aren't getting the attention to which they're entitled.
3. "Manipulative help-rejectors" are those who seem to take pleasure in believing that nothing will work.
4. "Self-destructive deniers" are those who may be profoundly dependent, but have given up hope of having their needs met.

The implications for training or consultation techniques seemed clearly directed towards an individualized approach. It is important to remember, however, that individual teacher profiles did not manifest immediately in Phase I, or even at the beginning of Phase II. The group oriented training approach used in Phase II workshops served more than an information-passing or instructional function. It also served as a screening or assessment process that proved essential to project developments that would take shape in Phase III. Consequently, the Phase III strategies could more closely approximate the developmental needs of the system and of the individual teacher.

Summary and conclusions

Preparing educators to implement P.L. 94-142 would seem to require a school-based, collaborative training effort between

teacher preparation institutions and local educational agencies. The appropriate target for training would appear to be a cadre of motivated professionals within target schools. Training efforts would seem to need to be based upon an integrated conceptual system which would provide for a range of intervention alternatives to deal with the range of emotional development and the range of emotional and behavioral problems in handicapped students.

Within this report, the overall design of a competency-based model of training has been described in terms of four inter-related phases. An underlying assumption of the training is that there are generic affective skills crucial to dealing with children's behavioral and affective needs.

In a sense, the generic affective skills upon which the training is based provide a common basis for the training of regular educators and the re-training of special educators. One cannot assume that special education personnel have been consistently prepared in these skills any more than one can assume that all regular class teachers lack them. Indeed, if the above stated assumptions have any validity, one would expect to find some generic affective skills in both regular class teachers and in special education teachers. The more the skills are found, the more effective one would expect the teachers to be with youngsters experiencing social and/or emotional learning handicaps.

What is necessary for the trainer is to specify them; to use them as a needs assessment framework; and to identify the existing levels of skills in the targeted inservice population, regardless of regular class or special class status. Then it becomes more likely that relevant and appropriate training can be provided.

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